



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2009  
Code: 10001129  
SAU: Acton School Department  
School: Acton Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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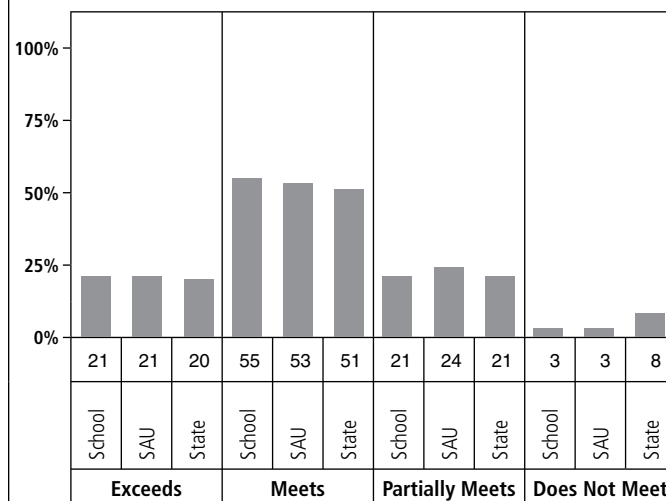
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 8  
SAU: Acton School Department  
School: Acton Elementary School

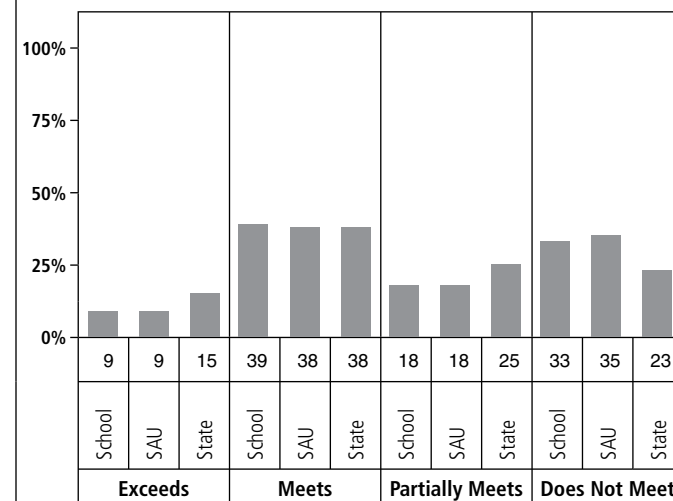
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	855	855	847
2007–2008	854	854	849
<b>2008–2009</b>	<b>852</b>	<b>851</b>	<b>850</b>
Cum. Avg.*	854	853	849
<b>Mathematics</b>			
2006–2007	850	850	842
2007–2008	845	845	841
<b>2008–2009</b>	<b>840</b>	<b>840</b>	<b>843</b>
Cum. Avg.*	845	845	842
<b>Science</b>			
<b>2008–2009 **</b>	<b>845</b>	<b>845</b>	<b>846</b>

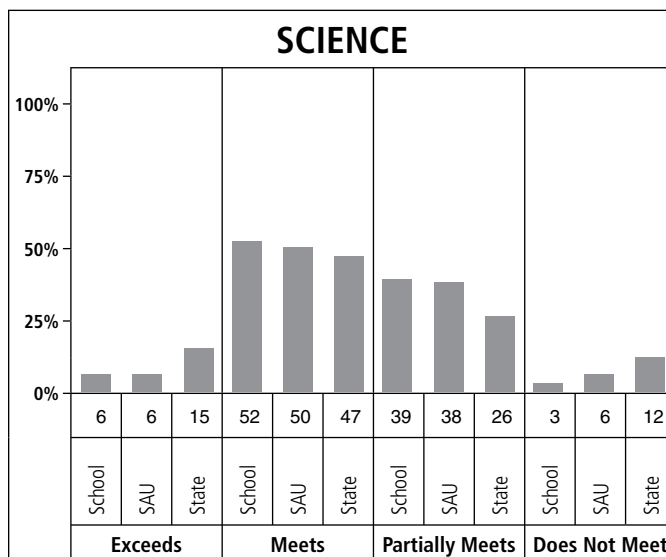
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\* Because science standards were reset in May 2009, no historical data are available

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 8  
SAU: Acton School Department  
School: Acton Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%		%		%		%	
<b>Total number of students</b>	34	100	35	100	14804	100	33	97	34	97	14659	99	33	97	34	97	14653	99	33	97	34	97	14626	99
<b>Ethnicity</b> African American/Black	0	0	0	0	377	3	0	0	0	0	366	97	0	0	0	0	371	98	0	0	0	0	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	0	0	0	0	238	2	0	0	0	0	232	97	0	0	0	0	234	98	0	0	0	0	234	98
Hispanic	1	3	1	3	192	1	1	100	1	100	188	98	1	100	1	100	191	100	1	100	1	100	190	99
Caucasian/White	33	97	34	97	13878	94	32	97	33	97	13756	99	32	97	33	97	13742	99	32	97	33	97	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	8	24	9	26	2489	17	8	100	9	100	2434	99	8	100	9	100	2424	98	8	100	9	100	2418	98
<b>Current LEP</b>	0	0	0	0	349	2	0	0	0	0	331	95	0	0	0	0	342	98	0	0	0	0	338	97
<b>Economically disadvantaged</b>	9	26	10	29	5460	37	9	100	10	100	5380	99	9	100	10	100	5377	99	9	100	10	100	5359	98
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%	
<b>Participation without accommodations</b>	25	74	25	71	12132	82	25	74	25	71	12124	82	25	74	25	71	12169	82
Identified disability (PET/IEP)	0	0	0	0	379	3	0	0	0	0	380	3	0	0	0	0	425	3
LEP	0	0	0	0	166	1	0	0	0	0	169	1	0	0	0	0	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
<b>Participation with accommodations</b>	8	24	9	26	2349	16	8	24	9	26	2347	16	8	24	9	26	2288	15
Identified disability (PET/IEP)	8	100	9	100	1877	80	8	100	9	100	1862	79	8	100	9	100	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	0	0	0	0	292	12	0	0	0	0	297	13	0	0	0	0	280	12
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	182	1	0	0	0	0	169	1
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	182	100	0	0	0	0	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
<b>Non-participation – other</b>	1	3	1	3	113	1	1	3	1	3	117	1	1	3	1	3	140	1

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Acton School Department  
School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	7	23	7	23	2407	16
	2007-2008	11	30	11	30	3428	23
	<b>2008-2009</b>	<b>7</b>	<b>21</b>	<b>7</b>	<b>21</b>	<b>2857</b>	<b>20</b>
	Cum. Total*	25	25	25	25	8692	19
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	19	63	19	63	7494	49
	2007-2008	20	54	20	54	7179	48
	<b>2008-2009</b>	<b>18</b>	<b>55</b>	<b>18</b>	<b>53</b>	<b>7431</b>	<b>51</b>
	Cum. Total*	57	57	57	56	22104	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	2	7	2	7	3628	24
	2007-2008	2	5	2	5	2706	18
	<b>2008-2009</b>	<b>7</b>	<b>21</b>	<b>8</b>	<b>24</b>	<b>2979</b>	<b>21</b>
	Cum. Total*	11	11	12	12	9313	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	2	7	2	7	1810	12
	2007-2008	4	11	4	11	1611	11
	<b>2008-2009</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1214</b>	<b>8</b>
	Cum. Total*	7	7	7	7	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	37.2	66.4	36.8	65.7	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.3	66.5	13.1	65.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.9	66.4	23.6	65.6	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Acton School Department  
 School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	33	7	21	18	55	7	21	1	3	852	34	21	53	24	3	851	14481	20	51	21	8	850
<b>Ethnicity</b>																						
African American/Black	0										0						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	0										0						231	28	43	19	10	851
Hispanic	1										1						186	17	48	23	12	847
Caucasian/White	32	6	19	18	56	7	22	1	3	852	33	18	55	24	3	851	13586	20	52	20	8	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	5	63	2	25	1	13	844	9	0	56	33	11	842	2256	2	25	40	34	834
No	25	7	28	13	52	5	20	0	0	855	25	28	52	20	0	855	12225	23	56	17	4	853
<b>Current LEP</b>																						
Yes	0										0						324	5	34	36	26	838
No	33	7	21	18	55	7	21	1	3	852	34	21	53	24	3	851	14157	20	52	20	8	850
<b>Economically disadvantaged</b>																						
Yes	9	2	22	5	56	2	22	0	0	852	10	20	50	30	0	850	5277	10	46	29	15	844
No	24	5	21	13	54	5	21	1	4	852	24	21	54	21	4	852	9204	26	54	16	5	853
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	841
No	33	7	21	18	55	7	21	1	3	852	34	21	53	24	3	851	14476	20	51	21	8	850
<b>Gender</b>																						
Female	15	3	20	10	67	1	7	1	7	853	16	19	63	13	6	852	7074	25	51	18	6	852
Male	18	4	22	8	44	6	33	0	0	851	18	22	44	33	0	851	7407	14	51	23	11	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	9	43	35	14	843
No	33	7	21	18	55	7	21	1	3	852	34	21	53	24	3	851	13624	20	52	20	8	850
<b>Gifted/talented program</b>																						
Yes	1										1						700	69	30	1	0	867
No	32	6	19	18	56	7	22	1	3	852	33	18	55	24	3	851	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Acton School Department

School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State												
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score							
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%								
<b>How much homework do you do on school nights?</b>																													
A. none	3	0	0	0	0	1	100	0	0	840	3	0	0	100	0	840	8	8	39	29	24	841							
B. less than one hour	55	6	33	6	33	5	28	1	6	852	56	32	32	32	5	851	51	17	53	22	8	849							
C. one to two hours	39	1	8	12	92	0	0	0	0	854	38	8	92	0	0	854	36	24	52	18	5	852							
D. more than two hours	3	0	0	0	0	1	100	0	0	834	3	0	0	100	0	834	5	29	45	18	9	852							
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																													
A. very good	24	4	50	4	50	0	0	0	0	860	24	50	50	0	0	860	31	35	50	11	4	856							
B. good	48	3	19	9	56	3	19	1	6	851	47	19	56	19	6	851	47	16	55	21	7	849							
C. fair	24	0	0	5	63	3	38	0	0	848	26	0	56	44	0	846	18	5	47	33	15	842							
D. poor	3	0	0	0	0	1	100	0	0	834	3	0	0	100	0	834	3	2	39	37	22	839							
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																													
A. The questions on the test match what I have learned in reading class.	45	4	27	8	53	3	20	0	0	855	44	27	53	20	0	855	32	27	54	14	5	853							
B. They match some of what I have learned.	39	2	15	7	54	3	23	1	8	850	41	14	50	29	7	849	52	18	53	22	8	850							
C. They match just a little of what I have learned.	12	1	25	3	75	0	0	0	0	853	12	25	75	0	0	853	12	11	45	29	15	844							
D. There is no match.	3	0	0	0	0	1	100	0	0	834	3	0	0	100	0	834	4	6	34	33	26	838							
<b>How difficult was the reading part of this test?</b>																													
A. more difficult than my regular schoolwork	9	2	67	1	33	0	0	0	0	859	9	67	33	0	0	859	15	13	42	28	17	844							
B. about the same as my regular schoolwork	82	4	15	16	59	6	22	1	4	851	82	14	57	25	4	850	64	19	53	20	7	850							
C. easier than my regular schoolwork	9	1	33	1	33	1	33	0	0	853	9	33	33	33	0	853	22	25	52	16	6	852							
<b>How difficult were the reading passages on this test?</b>																													
A. Most of the passages were more difficult than what I normally read.	0										0						8	6	34	34	26	838							
B. Most of the passages were about the same as what I normally read.	55	2	12	10	59	4	24	1	6	850	56	11	56	28	6	849	52	14	54	24	8	848							
C. Most of the passages were easier than what I normally read.	45	5	36	6	43	3	21	0	0	854	44	36	43	21	0	854	40	30	53	13	4	855							
<b>How hard did you try on the reading part of this test?</b>																													
A. I tried harder on this test than I do on my regular schoolwork.	33	4	36	6	55	1	9	0	0	857	32	36	55	9	0	857	39	19	50	22	9	849							
B. I tried about the same as I do on my regular schoolwork.	61	3	15	11	55	5	25	1	5	850	59	15	55	25	5	850	54	21	53	19	7	851							
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	1	50	1	50	0	0	846	9	0	33	67	0	841	7	12	46	27	15	845							
<b>How much time do you spend reading at home each day?</b>																													
A. more than one hour	18	2	33	2	33	2	33	0	0	853	18	33	33	33	0	853	19	26	53	15	6	853							
B. 20 minutes to an hour	52	4	24	12	71	0	0	1	6	854	53	22	67	6	6	853	40	25	52	17	6	852							
C. less than 20 minutes	12	0	0	2	50	2	50	0	0	850	12	0	50	50	0	850	15	18	51	21	10	849							
D. I rarely read at home.	18	1	17	2	33	3	50	0	0	846	18	17	33	50	0	846	26	7	50	30	13	844							
<b>How do you feel about the following statement?</b>																													
<b>"My knowledge of reading will be useful to me as an adult."</b>																													
A. strongly agree	42	4	29	7	50	3	21	0	0	855	41	29	50	21	0	855	42	27	51	15	6	853							
B. agree	45	3	20	8	53	3	20	1	7	851	47	19	50	25	6	850	50	15	53	23	9	848							
C. disagree	6	0	0	2	100	0	0	0	0	853	6	0	100	0	0	853	7	8	46	32	14	843							
D. strongly disagree	6	0	0	1	50	1	50	0	0	841	6	0	50	50	0	841	2	6	39	35	21	840							
<b>Optional school/SAU question</b>																													
A.	0										0																		
B.	25	0	0	0	0	0	0	1	100	818	25	0	0	0	100	818													
C.	50	0	0	0	0	2	100	0	0	837	50	0	0	100	0	837													
D.	25	0	0	0	0	1	100	0	0	840	25	0	0	100	0	840													

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Acton School Department  
School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	8	27	8	27	1952	13
	2007-2008	3	8	3	8	1657	11
	<b>2008-2009</b>	<b>3</b>	<b>9</b>	<b>3</b>	<b>9</b>	<b>2116</b>	<b>15</b>
	Cum. Total*	14	14	14	14	5725	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	10	33	10	33	5870	38
	2007-2008	20	54	20	54	5956	40
	<b>2008-2009</b>	<b>13</b>	<b>39</b>	<b>13</b>	<b>38</b>	<b>5443</b>	<b>38</b>
	Cum. Total*	43	43	43	43	17269	39
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	9	30	9	30	3982	26
	2007-2008	9	24	9	24	3729	25
	<b>2008-2009</b>	<b>6</b>	<b>18</b>	<b>6</b>	<b>18</b>	<b>3556</b>	<b>25</b>
	Cum. Total*	24	24	24	24	11267	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	3	10	3	10	3534	23
	2007-2008	5	14	5	14	3579	24
	<b>2008-2009</b>	<b>11</b>	<b>33</b>	<b>12</b>	<b>35</b>	<b>3356</b>	<b>23</b>
	Cum. Total*	19	19	20	20	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	26.9	48.0	26.6	47.5	28.6	51.1
<b>A. Number</b>	<b>8</b>	<b>14</b>	3.6	45.0	3.5	43.8	3.7	46.3
<b>B. Data</b>	<b>16</b>	<b>29</b>	8.4	52.5	8.3	51.9	8.9	55.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	4.9	40.8	4.8	40.0	5.0	41.7
<b>D. Algebra</b>	<b>20</b>	<b>36</b>	10.1	50.5	10.0	50.0	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 8

SAU: Acton School Department

School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	33	3	9	13	39	6	18	11	33	840	34	9	38	18	35	840	14471	15	38	25	23	843
<b>Ethnicity</b>																						
African American/Black	0										0						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	0										0						233	27	33	20	21	847
Hispanic	1										1						190	8	31	26	34	836
Caucasian/White	32	3	9	12	38	6	19	11	34	840	33	9	36	18	36	840	13567	15	38	25	22	843
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	0	0	2	25	6	75	829	9	0	0	22	78	828	2242	2	12	22	63	824
No	25	3	12	13	52	4	16	5	20	844	25	12	52	16	20	844	12229	17	42	25	16	846
<b>Current LEP</b>																						
Yes	0										0						336	6	18	26	51	829
No	33	3	9	13	39	6	18	11	33	840	34	9	38	18	35	840	14135	15	38	25	23	843
<b>Economically disadvantaged</b>																						
Yes	9	1	11	5	56	1	11	2	22	846	10	10	50	10	30	844	5270	6	30	28	36	835
No	24	2	8	8	33	5	21	9	38	838	24	8	33	21	38	838	9201	20	42	22	16	847
<b>Migrant</b>																						
Yes	0										0						5	0	0	40	60	828
No	33	3	9	13	39	6	18	11	33	840	34	9	38	18	35	840	14466	15	38	25	23	843
<b>Gender</b>																						
Female	15	1	7	4	27	5	33	5	33	839	16	6	25	31	38	838	7070	15	39	25	22	843
Male	18	2	11	9	50	1	6	6	33	842	18	11	50	6	33	842	7401	14	36	25	25	842
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						857	5	25	33	37	835
No	33	3	9	13	39	6	18	11	33	840	34	9	38	18	35	840	13614	15	38	24	22	843
<b>Gifted/talented program</b>																						
Yes	1										1						700	68	27	3	1	866
No	32	2	6	13	41	6	19	11	34	840	33	6	39	18	36	839	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Acton School Department

School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	3 55 39 3	0 3 0 0	0 17 0 0	0 8 5 0	0 44 38 0	0 2 4 0	0 11 31 0	1 5 4 1	100 28 31 100	828 844 837 828	3 56 38 3	0 16 0 0	0 42 38 0	0 11 31 0	100 32 31 100	828 843 837 828	8 51 36 5	8 12 19 19	24 38 40 36	24 26 23 22	44 23 19 23	833 842 845 844
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	21 55 24 0	1 2 0 0	14 11 0 0	6 6 1 13	86 33 13 13	0 5 1 13	0 28 13 6	0 5 6 75	0 28 75 825	856 841 825 825	21 56 24 0	14 11 0 0	86 32 13 13	0 26 13 75	0 32 75 825	856 841 825 825	28 45 21 5	33 11 3 2	41 43 27 14	15 25 35 30	11 21 35 54	852 842 834 828
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	18 64 18 0	1 1 1 0	17 5 17 0	2 10 1 0	33 48 17 0	1 3 2 0	17 14 33 0	2 7 2 0	33 33 33 0	843 840 841 860	18 65 18 0	17 5 17 0	33 45 17 0	17 14 33 0	33 839 841 860	843 839 841 860	28 52 16 4	23 13 8 5	41 40 28 15	21 25 30 22	15 21 34 58	848 843 836 826
<b>How difficult was the mathematics part of this test?</b> A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	38 47 16	0 1 2	0 7 40	5 5 3	42 33 60	4 1 0	33 7 0	3 8 0	25 53 0	839 836 860	36 48 15	0 6 40	42 31 60	33 6 0	25 56 0	839 835 860	32 52 16	6 13 39	34 41 35	29 25 13	32 20 13	837 843 853
<b>How hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	36 58 6	2 1 0	17 5 0	5 6 2	42 32 100	4 2 0	33 11 0	1 10 0	8 53 0	847 835 851	35 59 6	17 5 0	42 30 100	33 10 0	8 55 0	847 835 851	42 52 7	12 17 12	38 39 27	26 23 27	25 20 35	841 845 837
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	36 55 6 3	2 1 0 0	17 6 0 0	3 9 1 0	25 50 50 0	2 3 1 0	17 17 50 0	5 5 0 1	42 28 0 100	838 842 848 828	35 53 6 6	17 6 0 0	25 50 50 0	17 17 50 0	42 28 0 100	838 842 848 826	34 35 18 13	18 14 12 9	40 38 37 32	22 26 27 25	20 21 24 34	845 843 841 837
<b>How often do you use laptops in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	0 3 6 91	0 0 0 3	0 0 0 10	0 0 0 13	0 0 0 43	0 0 1 5	0 50 33 17	1 1 0 9	100 50 0 30	826 826 831 842	0 3 6 91	0 0 0 10	0 0 0 42	0 100 50 32	826 826 831 841	9 17 28 46	13 11 15 16	38 37 40 36	23 26 25 24	26 26 20 23	841 841 844 843	
<b>How do you feel about the following statement?</b> <b>“My knowledge of mathematics will be useful to me as an adult.”</b> A. strongly agree B. agree C. disagree D. strongly disagree	55 36 9 0	3 0 0 0	17 0 0 0	8 5 0 0	44 42 0 0	3 2 1 1	17 17 33 100	4 5 2 0	22 42 67 0	845 837 831 830	53 38 9 0	17 0 0 0	44 38 0 0	17 15 33 100	22 46 67 0	845 836 831 830	52 39 6 3	19 11 7 4	41 35 28 25	22 27 26 28	18 27 39 43	846 840 835 832
<b>Optional school/SAU question</b> A. B. C. D.	0 25 50 25	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 1	0 0 0 100	1 0 2 0	100 100 100 0	826 823 823 830	0 25 50 25	0 0 0 0	0 0 0 100	0 100 100 0	826 823 823 830							

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Acton School Department  
School: Acton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	2	6	2	6	2155	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	17	52	17	50	6687	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	13	39	13	38	3672	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	1	3	2	6	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	56	100	31.8	56.8	31.4	56.1	32.0	57.1
<b>D. The Physical Setting</b>	31	55	16.9	54.5	16.7	53.9	17.1	55.2
<b>D1/D2 Earth/Space</b>	17	30	9.6	56.5	9.5	55.9	9.4	55.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	14	25	7.3	52.1	7.2	51.4	7.7	55.0
<b>E. The Living Environment</b>	25	45	14.9	59.6	14.7	58.8	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Acton School Department  
 School: Acton Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	33	2	6	17	52	13	39	1	3	845	34	6	50	38	6	845	14263	15	47	26	12	846
<b>Ethnicity</b>																						
African American/Black	0										0						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	0										0						230	20	44	23	13	848
Hispanic	1										1						184	9	45	29	16	842
Caucasian/White	32	2	6	16	50	13	41	1	3	845	33	6	48	39	6	845	13375	15	47	25	12	846
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	1	13	6	75	1	13	835	9	0	11	67	22	834	2221	3	22	36	38	832
No	25	2	8	16	64	7	28	0	0	849	25	8	64	28	0	849	12042	17	51	24	7	848
<b>Current LEP</b>																						
Yes	0										0						331	4	20	39	37	832
No	33	2	6	17	52	13	39	1	3	845	34	6	50	38	6	845	13932	15	48	25	12	846
<b>Economically disadvantaged</b>																						
Yes	9	0	0	6	67	3	33	0	0	848	10	0	60	30	10	845	5184	6	40	33	21	840
No	24	2	8	11	46	10	42	1	4	845	24	8	46	42	4	845	9079	20	51	21	8	849
<b>Migrant</b>																						
Yes	0										0						5	0	0	80	20	829
No	33	2	6	17	52	13	39	1	3	845	34	6	50	38	6	845	14258	15	47	26	12	846
<b>Gender</b>																						
Female	15	1	7	8	53	5	33	1	7	846	16	6	50	31	13	845	6953	14	47	28	11	846
Male	18	1	6	9	50	8	44	0	0	845	18	6	50	44	0	845	7310	16	46	24	13	846
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						828	5	35	40	20	839
No	33	2	6	17	52	13	39	1	3	845	34	6	50	38	6	845	13435	16	48	25	12	846
<b>Gifted/talented program</b>																						
Yes	1										1						699	65	34	2	0	865
No	32	1	3	17	53	13	41	1	3	845	33	3	52	39	6	844	13564	13	48	27	13	845

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 8  
SAU: Acton School Department  
School: Acton Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	0	0	1	100	0	0	836	3	0	0	100	0	836	8	8	34	28	30	837
B. less than one hour	55	1	6	11	61	5	28	1	6	845	56	5	58	26	11	844	51	14	48	27	11	846
C. one to two hours	39	1	8	6	46	6	46	0	0	847	38	8	46	46	0	847	36	19	48	24	9	848
D. more than two hours	3	0	0	0	0	1	100	0	0	836	3	0	0	100	0	836	5	17	49	20	14	847
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	18	2	33	4	67	0	0	0	0	856	18	33	67	0	0	856	23	27	47	17	8	851
B. good	70	0	0	12	52	10	43	1	4	844	71	0	50	42	8	843	53	15	50	26	10	847
C. fair	12	0	0	1	25	3	75	0	0	839	12	0	25	75	0	839	20	4	43	35	18	840
D. poor	0										0						4	4	27	34	35	834
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	45	1	7	9	60	5	33	0	0	847	44	7	60	33	0	847	26	20	49	23	9	849
B. They match some of what I have learned.	45	1	7	7	47	7	47	0	0	846	47	6	44	44	6	845	51	14	48	26	11	846
C. They match just a little of what I have learned.	9	0	0	1	33	1	33	1	33	836	9	0	33	33	33	836	18	13	44	28	15	844
D. There is no match.	0										0						4	5	33	30	32	836
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	21	0	0	2	29	4	57	1	14	839	21	0	29	57	14	839	32	13	45	28	14	844
B. about the same as my regular schoolwork	64	1	5	12	57	8	38	0	0	846	65	5	55	36	5	846	56	15	49	25	11	847
C. easier than my regular schoolwork	15	1	20	3	60	1	20	0	0	850	15	20	60	20	0	850	11	21	43	22	13	847
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	39	0	0	7	54	5	38	1	8	843	38	0	54	38	8	843	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	52	2	12	9	53	6	35	0	0	848	53	11	50	33	6	847	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	1	33	2	67	0	0	841	9	0	33	67	0	841	6	8	36	29	26	839
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	24	0	0	3	38	5	63	0	0	841	26	0	33	56	11	839	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	33	0	0	7	64	4	36	0	0	847	32	0	64	36	0	847	23	17	49	22	12	847
C. the course(s) described in B, plus physics	30	2	20	3	30	4	40	1	10	845	29	20	30	40	10	845	21	31	44	17	7	852
D. a life science and physical science class	12	0	0	4	100	0	0	0	0	851	12	0	100	0	0	851	30	7	46	32	14	842
<b>How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."</b>																						
A. strongly agree	33	1	9	8	73	2	18	0	0	850	32	9	73	18	0	850	27	23	47	20	10	849
B. agree	48	1	6	5	31	10	63	0	0	843	50	6	29	59	6	842	37	14	47	27	12	846
C. disagree	6	0	0	2	100	0	0	0	0	851	6	0	100	0	0	851	25	11	48	29	12	845
D. strongly disagree	12	0	0	2	50	1	25	1	25	838	12	0	50	25	25	838	11	9	44	31	17	842
<b>How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."</b>																						
A. strongly agree	44	1	7	9	64	3	21	1	7	847	42	7	64	21	7	847	31	22	46	22	10	849
B. agree	50	1	6	7	44	8	50	0	0	845	52	6	41	47	6	844	50	14	49	26	11	846
C. disagree	6	0	0	1	50	1	50	0	0	843	6	0	50	50	0	843	14	9	45	31	15	843
D. strongly disagree	0										0						5	3	38	34	25	837
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	25	0	0	0	0	1	100	0	0	832	25	0	0	100	0	832						
C.	50	0	0	0	0	2	100	0	0	835	50	0	0	100	0	835						
D.	25	0	0	0	0	1	100	0	0	840	25	0	0	100	0	840						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number